

Report Date: 30 Mar 2015

**Summary Report for Individual Task
805K-79R-4203
Implement a Center Training Program
Status: Approved**

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

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Condition: You are conducting SORB recruiting operations and assessing recruiter performance in order to improve, and sustain proficiency in mission essential tasks. You have access to: DTMS, AR 350-1, and USAREC Regulation 350-1. Standard MOPP 4 conditions do not exist for this task. See the MOPP 4 statement for specific conditions.

Standard: Train recruiting center personnel on select tasks to achieve/maintain published standards; conduct unit/individual assessments as needed; document all training without errors on USAREC Form 350-1.2; record training in DTMS.

Special Condition: None

Safety Risk: Low

MOPP 4: N/A

Task Statements

Cue: None

DANGER

None

WARNING

None

CAUTION

None

Remarks: None

Notes: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Performance Steps

1. Assess team performance to determine level of proficiency using feedback from:
 - a. AARs.
 - b. Previous assessments.
 - c. Personal observations.
 - d. All records that provide insight on the team's ability to perform the tasks being assessed.
2. Select tasks to be trained.
 - a. Identify the impact of the commander's intent on the team.
 - b. Determine which portions of the commander's training plan apply to the team.
 - c. Determine which tasks to train.
3. Plan near-term training.
 - a. Plan training execution:
 - (1) Who will be involved in training?
 - (2) What method of instruction to use?
 - (3) Where will the training take place?
 - (4) When will the training occur?
 - (5) How long will the training take?
 - b. List required resources and support.
 - c. Coordinate for required resources and support.
 - d. Establish Training Plans.
 - e. Brief leader on the training plan.
 - f. Adjust plan based on leader's guidance.
4. Conduct team-training meeting with Leadership.
 - a. Review the level of Soldier proficiency.
 - (1) Assessment of training conducted.
 - (2) Reasons planned training was not conducted.

- (3) Current training proficiency.

- (4) Impact of key Soldier changes.

- b. Discuss near-term training.

- (1) New command guidance.

- (2) Pre-execution checks for training scheduled.

- (3) Additional training requirements (planned and opportunity).

- 5. Arrange for training resources.

- a. Update requirements for resources and support.

- b. Obtain all army publications and training evaluation outlines (T&EO) applicable to training.

- c. Coordinate for required resources and support.

- d. Collect resources.

- e. Transport resources to training site.

- 6. Train assistant trainers.

- a. Verify that assistant trainer is proficient in the task.

- b. Train assistant trainer if not already proficient in the task.

- 7. Conduct Pre-Combat Checks.

- a. Ensure Soldiers know mission and mission requirement.

- b. Check for operational readiness of equipment.

- c. Ensure that all mission essential equipment is present as required.

- 8. Conduct risk management.

- a. Planning phase activities.

- (1) Decide which type of risk assessment will be performed.

- (2) Conduct an operations assessment.

- b. Execution phase activities.

- (1) Supervise implementation of controls throughout the training.

- (2) Implement or follow controls.

(3) Monitor controls.

(4) Assess the effectiveness of controls.

c. Assessment phase activities.

(1) Assess the effectiveness of risk management during both planning and execution.

(2) Take corrective action if needed.

9. Conduct training.

a. Conduct initial training.

(1) Explain why the training is being conducted.

(2) State the training objective (task, conditions, and standards).

(3) Demonstrate and talk Soldiers through each step of the task ("crawl").

(4) Coach Soldiers as they perform the task ("walk").

(5) Practice until Soldiers perform task to standard ("run").

(6) Assess performance.

(7) Retrain task if necessary.

(8) Allow them to continue performing task.

b. Conduct refresher training.

(1) Explain why the training is being conducted.

(2) State the training objective (task, conditions, and standards).

(3) Practice tasks while adding more realistic conditions.

(4) Practice to training objective standards.

(5) Coach subordinates.

c. Conduct sustainment training.

(1) Explain why the training is being conducted.

(2) State the training objective (task, conditions, and standards).

(3) Soldiers and leaders perform collective tasks under simulated combat conditions.

(4) Add realism and complexity.

(5) Optimize time and resources.

(6) Coach subordinates.

10. Conduct AAR.

a. Prepare AAR.

b. Designate recorder.

c. Conduct AAR.

(1) Assemble and organize AAR participants.

(2) Provide introduction, AAR guidelines, and basic AAR rules.

(3) Review training objectives.

(4) Review what was supposed to happen.

(5) Establish what happened.

(a) Solicit discussion of recent events; what, when, and where. Address the time frame before, during, and after each event.

(b) Focus on task steps.

(6) Determine what was right or wrong with what happened.

(a) Solicit views and reasons.

(b) Relate events to subsequent results.

(7) Identify how it happened.

(a) Prompt Soldiers to reveal key facts that led up to the event.

(b) Encourage participants to relate prior events to subsequent results or consequences.

(8) Identify why it happened.

(a) Encourage Soldiers to suggest probable causes for the event.

(b) Surface key performance issues, actions, or factors.

(9) Determine how the task should be done differently the next time.

(10) Create an opportunity for general discussion of other important issues.

11. Conduct retraining.

- a. Address individual and collective deficiencies discussed during AAR.
- b. Reaffirm the standard.
- c. Perform task.
- d. Assess performance.
- e. Conduct AAR.

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Score the Soldier GO if all performance measures are passed (P). Score the Soldier NO GO if any performance measure is failed (F). If the Soldier scores NO GO, show the Soldier what was done wrong and how to do it correctly.

Evaluation Preparation: This task may be evaluated by using the evaluation guide and/or administering the performance test Evaluation Guide. If the task is performed on the job, use the materials listed in the CONDITIONS statement above. This task can be evaluated by using the evaluation guide.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Assessed team performance to determine level of proficiency using feedback from.			
a. AARs.			
b. Previous assessments.			
c. Personal observations.			
d. All records that provide insight on the team's ability to perform the tasks being assessed.			
2. Selected tasks to be trained.			
a. Identified the impact of the commander's intent on the team.			
b. Determined which portions of the commander's training plan apply to the team.			
c. Determined which tasks to train.			
3. Planned near-term training.			
a. Planned training execution.			
(1) Who was involved in training?			
(2) What method of instruction was used?			
(3) Where did the training take place?			
(4) When did the training occur?			
(5) How long did the training take?			
b. Listed required resources and support.			
c. Coordinated for required resources and support.			
d. Established training plan.			
e. Briefed leader on the training plan.			
f. Adjusted plan based on leader's guidance.			
4. Conducted team training meeting with Leadership.			
a. Reviewed the level of Soldier proficiency.			
(1) Assessment of training conducted.			
(2) Reasons planned training was not conducted.			
(3) Current training proficiency.			
(4) Impact of key Soldier changes.			
b. Discussed near-term training.			
(1) New command guidance.			
(2) Pre-execution checks for training scheduled.			
(3) Additional training requirements (planned and opportunity).			
5. Arranged for training resources.			
a. Updated requirements for resources and support.			
b. Obtained all army publications and training evaluation outlines (T&EO) applicable to training.			
c. Coordinated for required resources and support.			
d. Collected resources.			
e. Transported resources to training site.			
6. Trained assistant trainers.			
a. Verified that assistant trainer is proficient in the task.			
b. Trained assistant trainer if not already proficient in the task.			
7. Conducted Pre-Combat Checks.			
a. Ensured Soldiers know mission and mission requirement.			
b. Checked for operational readiness of equipment.			
c. Ensured that all mission essential equipment is present as required.			
8. Conducted risk management.			
a. Planning phase activities.			
(1) Decided which type of risk assessment will be performed.			
(2) Conducted an operations assessment.			

b. Execution phase activities.			
(1) Supervised implementation of controls throughout the training.			
(2) Implemented or follow controls.			
(3) Monitored controls.			
(4) Assessed the effectiveness of controls.			
c. Assessment phase activities.			
(1) Assessed the effectiveness of risk management during both planning and execution.			
(2) Took corrective action, if needed.			
9. Conduct training.			
a. Conducted initial training.			
(1) Explained why the training is being conducted.			
(2) Stated the training objective (task, conditions, and standards).			
(3) Demonstrated and talked Soldiers through each step of the task ("crawl").			
(4) Coached Soldiers as they performed the task ("walk").			
(5) Practiced until Soldiers performed task to standard ("run").			
(6) Assessed performance.			
(7) Retrained task if necessary.			
(8) Allowed them to continue performing task.			
b. Conducted refresher training.			
(1) Explained why the training is being conducted.			
(2) Stated the training objective (task, conditions, and standards).			
(3) Practiced tasks while adding more realistic conditions.			
(4) Practiced to training objective standards.			
(5) Coached subordinates.			
c. Conducted sustainment training.			
(1) Explained why the training is being conducted.			
(2) Stated the training objective (task, conditions, and standards).			
(3) Soldiers and leaders performed collective tasks under simulated combat conditions.			
(4) Added realism and complexity.			
(5) Optimized time and resources.			
(6) Coached subordinates.			
10. Conducted an AAR.			
a. Prepared AAR.			
b. Designated recorder.			
c. Conducted AAR.			
(1) Assembled and organized AAR participants.			
(2) Provided introduction, AAR guidelines, and basic AAR rules.			
(3) Reviewed training objectives.			
(4) Reviewed what was supposed to happen.			
(5) Established what happened.			
(a) Solicited discussion of recent events; what, when, and where. Addressed the time frame before, during, and after each event.			
(b) Focused on task steps.			
(6) Determined what was right or wrong with what happened.			
(a) Solicited views and reasons.			
(b) Related events to subsequent results.			
(7) Identified how it happened.			
(a) Prompted Soldiers to reveal key facts that led up to the event.			
(b) Encouraged participants to relate prior events to subsequent results or consequences.			

(8) Identified why it happened.			
(a) Encouraged Soldiers to suggest probable causes for the event.			
(b) Surfaced key performance issues, actions, or factors.			
(9) Determined how the task should be done differently the next time.			
(10) Created an opportunity for general discussion of other important issues.			
11. Conducted retraining.			
a. Addressed individual and collective deficiencies discussed during AAR.			
b. Reaffirmed the standard.			
c. Performed task.			
d. Assessed performance.			
e. Conducted AAR.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	ADP 7-0	Training Units and Developing Leaders	Yes	No
	ADRP 7-0	Training Units and Developing Leaders	Yes	No
	AR 350-1	Army Training and Leader Development (*RAR 001, 08/04/2011)	Yes	Yes
	USAREC MANUAL 3-0	Recruiting Operations	Yes	No
	USAREC MANUAL 3-01	The Recruiter Handbook	Yes	No
	USAREC MANUAL 3-31	Recruiting Center Operations	Yes	No
	USAREC Manual 3-30	Recruiting Company Operations V1	Yes	No

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks : None